

ELPA

Initial Screening
Directions for
Administration

**Material for
Coordinators**

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Introduction

Each spring, the State of Michigan implements the annual administration of the statewide English Language Proficiency Assessment (ELPA). The ELPA is administered to all English language learners who are enrolled in grades K through 12 and are eligible for limited English proficiency (LEP) services. The term English language learner, or ELL, has been adopted by the State of Michigan to refer to students who are limited English proficient (LEP).

The statewide administration of the ELPA was one of the first steps in improving the manner in which the English language proficiency of all ELL students has been assessed. The second step is providing the ELPA Initial Screening as a tool in determining eligibility for LEP services at the time of enrollment. The ELPA Initial Screening version is shorter in length and designed to be scored at the time of administration. Like the Spring ELPA, the ELPA Initial Screening contains all four domains (Listening, Reading, Writing, and Speaking). The overall score is reflective of the proficiency levels that have been set for the annual administration of ELPA in spring.

The ELPA Initial Screening can be administered during times of the year when Spring ELPA materials are unavailable. By recording these ELPA results in the Office of Educational Assessment and Accountability (OEAA) secure website, central access to an ELL's most recent English language proficiency scores is available. When paired with other criteria that are used by local schools and districts for eligibility decisions, ELPA Initial Screening results can expedite the appropriate instructional placement of students who are learning English as a second language.

There is much work ahead to accomplish our long-range goal, and we appreciate the assistance of schools and districts in providing important feedback and assistance in helping us continue to improve the ELPA Initial Screening as a useful diagnostic tool.

Meeting Federal Requirements

Statewide administration of the ELPA meets federal requirements for the annual assessment of all students who are enrolled in grades K through 12 and eligible for Limited English Proficiency (LEP) services. As specified in the No Child Left Behind (NCLB) legislation of 2001, Title I requires this assessment to determine yearly progress in the acquisition of the English language skills. Areas to be assessed and reported include English Listening, Speaking, Reading, Writing, and Comprehension. Proficiency levels are to include at least a basic, intermediate, and proficient achievement level for each grade level assessed. Assessments are to be based on English language proficiency standards, which are to be adopted by each state. ELPA results are to be used annually for the Title III federal reporting of ELL student progress in acquiring English language skills. The reporting of last spring's ELPA results continues the State of Michigan's compliance with federal requirements for an annual assessment that is based on state English language proficiency standards.

In Michigan, the ELPA Initial Screening is designed to assist schools in determining LEP eligibility for new enrollees. The proficient level for the overall ELPA Initial Screening score is reflective of the proficient standard set for the spring assessment. This screening score may be used as an assessment tool to determine instructional placement for potential English language learners who enroll in Michigan schools and do not have an ELPA score from last spring.

English language learners must fully participate in the state's administration of assessments that measure the state's academic content standards. In Michigan, these assessments are currently the Michigan Educational Assessment Program (MEAP) for grades 3–8 and the Michigan Merit Examination (MME) for high school. Administration of the ELPA can only be used in place of administering the MEAP English language arts assessment for newly arrived students. These are ELLs who have been enrolled for the first time in a U. S. public school for fewer than twelve months at the time of the MEAP assessments. To qualify for the one-time exemption, please fill in date of enrollment information on the demographic page of the ELPA Initial Screening.

Administration of the ELPA Initial Screening is not a substitute for the ELPA annual assessment, which is to be given each spring as an annual assessment to all students who are eligible for LEP services.

Features of the ELPA Initial Screening

The goal of the ELPA Initial Screening is to measure the English language proficiency level of Michigan students who are being assessed to help determine eligibility for LEP services. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings.

Michigan's ELPA Initial Screening is a customized assessment. Like the Spring ELPA that is used for annual reporting of performance, the ELPA Initial Screening is designed to be aligned with the Michigan English proficiency standards, which were approved by the State Board of Education in April 2004. All of the items for the Initial Screening are drawn from the Spring ELPA.

The assessment level of the ELPA Initial Screening to be administered is determined by the time of the year it is given. There are two assessment cycles for the ELPA Initial Screening: the Leaf Cycle and the Snowflake Cycle, symbolized by the icons below. The Leaf Cycle covers topics and content from the previous school year. The Snowflake Cycle covers topics and content acquired during the current school year.



Leaf Cycle

August 15 to November 30 of each year



Snowflake Cycle

December 1 to August 14 of each year,
except during Spring ELPA testing window

The title of each screening assessment includes an ELPA assessment level. Since all ELL students will take the ELPA matched to their grade of enrollment, assessment items have been selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States will be able to answer some items with confidence.

For any Speaking section, each student should be administered the assessment individually. All other ELPA sections can be administered either individually or in a group.



Each test booklet contains four domains, or sections:

- Listening, with easy-to-administer multiple-choice questions;
- Reading, with easy-to-administer multiple-choice questions;
- Writing, a two-part section containing multiple-choice and open-ended questions; and
- Speaking, an individually administered set of performance tasks, scored by the assessment administrator or proctor at the time of administration.

Complete descriptions of the content domains of the ELPA are available by accessing the OEAA website at www.michigan.gov/elpa.

The tables that follow show the five grade spans assessed, the sections of the assessment, and the number of items for each section. Note that each table has a column titled “Grade During Leaf Cycle” because the ELPA Initial Screening given at that time is designed to match the content taught in ELL programs during the previous year. For more information about which grade levels correspond to each assessment level, please refer to the “Students to Be Tested” section on page 9, or refer to the back cover of this booklet.

Domain Sections

Level	 Grade During Leaf Cycle	 Grade During Snowflake Cycle	Domain Sections	Number of Items
I	Kindergarten (oral sections only)		Listening Speaking (Total Points: 18)	8 3 Total: 11
I	1	Kindergarten	Listening Reading Writing Speaking (Total Points: 36)	8 8 6 3 Total: 26
II	2–3	1–2	Listening Reading Writing Speaking (Total Points: 38)	8 10 5 3 Total: 26
III	4–6	3–5	Listening Reading Writing Speaking (Total Points: 36)	10 8 4 3 Total: 25
IV	7–9	6–8	Listening Reading Writing Speaking (Total Points: 36)	8 10 4 3 Total: 25
V	10–12	9–12	Listening Reading Writing Speaking (Total Points: 38)	10 10 4 3 Total: 27

Planning for Administration of the ELPA Initial Screening

General Information

All persons in charge of administering the ELPA Initial Screening should be familiar with the information in this manual. The roles and responsibilities for staff in administering assessments are included in the Professional Assessment and Accountability Practices for Educators. This ethics document includes the roles and responsibilities for District and Building Coordinators as well as guidelines for assessment security, preparation, and administration. This document is available electronically at www.michigan.gov/meap or in hard copy at all schools and districts in the state.

Students to Be Tested

At the time of enrollment, a Home Language Survey is provided to determine if there is a language other than English spoken in the home or by the child. If the answer to either question is “yes,” the student is assessed to determine English language proficiency. The ELPA Initial Screening is used for this assessment. It is also used for ELLs who have recently arrived in the United States and are enrolling in a public school for the first time. (Please see Meeting Federal Requirements on page 5 for additional information.)

Note that because the ELPA Initial Screening given in the fall is designed to match the content taught in ELL programs during the previous year, grade levels that correspond to each assessment level change after December 1. To accurately administer the ELPA Initial Screening during the year, refer to the tables below.



Leaf Cycle August 15 to November 30 of each year	
For students of these grade level(s):	Administer this Assessment Level:
K	I*
1	I
2-3	II
4-6	III
7-9	IV
10-12	V



Snowflake Cycle December 1 to August 14 of each year, except during Spring ELPA testing window	
For students of these grade level(s):	Administer this Assessment Level:
K	I
1-2	II
3-5	III
6-8	IV
9-12	V

**Assess with Listening and Speaking only.*

For questions concerning the administration of this fall's ELPA Initial Screening, contact your district ELPA coordinator, or call the OEAA English language learner (ELL) assessment program at 877-560-8378.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. The OEAA provides a complete list of ELPA standard and nonstandard accommodations available for download from the OEAA website at www.michigan.gov/elpa. This list, called the Assessment Accommodations Summary Table is to be used to determine which assessment accommodations are appropriate for students with disabilities or to Section 504 students. The Accommodations Table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination of the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, decisions are to be made on a student-by-student basis and documented in the student's Individualized Education Program (IEP). The documentation must be specific for each assessment and content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

Since nonstandard accommodations change what the assessment is measuring, the scores will become invalid if any accommodations other than those described on the Accommodations Table on the OEAA website are used. Thus, students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for either the school or the district.

All questions related to assessment accommodations for ELLs with disabilities and ELL Section 504 students should be directed to the OEAA Students with Disabilities Program at 877-560-8378.

Registering New Students for the ELPA Initial Screening

Although the ELPA Initial Screening is an assessment designed to be used with a student at or around the time of enrollment in a district, students can be pre-registered through the OEAA Secure Site system, found at www.michigan.gov/oeaa-secure. This allows a district or building ELPA coordinator to generate printed labels for use on student test booklets or answer documents, aiding accuracy of demographic data for each student.

It is essential that assessment coordinators provide complete and accurate information in the section of the ELPA demographic page labeled "Additional New Student Information for Labels" at the time of the assessment of the ELPA Initial Screening. This will maintain the accuracy of score reports and the data needed to pre-identify students for the Spring ELPA.

Who Is Involved in Administering the ELPA Initial Screening

Each district designates an ELPA District Coordinator to direct the administration of the ELPA. The coordinator will provide training for Building Coordinators, handle materials, set schedules, and monitor administration.

Buildings also assign ELPA coordinators who oversee the ELPA administration process and ensure that all procedures are carefully followed. The ELPA Building Coordinator provides training for Assessment Administrators, who are responsible for giving the ELPA to students. This person can be the student's teacher, or it can be another person designated by a school or district. Paraprofessionals can assist with administration duties as assessment proctors, but they must be trained and monitored by a certified professional staff member. Depending on the number of students in each room, proctors may also be assigned to assist the Assessment Administrator.

Each person involved in administering the ELPA Initial Screening should refer to the Professional Assessment and Accountability Practices for Educators document for information about their specific roles and responsibilities in accurately and fairly assessing students. This document can be found online at:

http://www.michigan.gov/documents/Ethical_Practices_Document_8-05-FINAL_134423_7.pdf

Security

The ELPA Initial Screening is a secure assessment. Teachers and administrators must carefully safeguard all assessment materials. See below for specific policies that relate to the security of the ELPA Initial Screening.

A sample of the ELPA Security Compliance Form is included at the back of this manual. This form is to be signed by each ELPA District Coordinator, ELPA Building Coordinator, Assessment Administrator, assessment proctor, or accommodations provider who is involved with administering the ELPA Initial Screening.

1. Assessment booklets and answer documents are secure materials that must be carefully monitored.
2. ELPA Initial Screening booklets and answer documents are secure documents and may not be copied or retained in schools.
3. All booklets must be kept in locked storage both before and after the assessment and returned to the OEAA as directed.
4. No person, other than students to be assessed, shall be allowed to review or take the assessment.

All security and compliance forms are to be returned with scorable materials to the OEAA.

Preparing for the ELPA Initial Screening

Assessment Materials

The following materials will be provided for administering the ELPA Initial Screening:

- ***A Combined Manual for Building and District Coordinators with Directions for Administration.*** These manuals are published by assessment grade levels or grade spans: levels I, II, III, IV, and V. The actual directions for administering and scoring the ELPA Initial Screening are contained in one booklet, along with the Coordinator Manual.
- ***Listening section CDs (Levels I, II, III, IV, and V)***—pre-recorded directions and passages to administer the Listening section to all students.
- ***Student assessment booklets (Levels I, II, III, IV, and V)***—one per student. The assessment booklets for students at assessment levels III, IV, and V contain four sections: Listening, Reading, Writing, and Speaking. For students at assessment levels I and II, the Speaking section appears in a separate, reusable booklet. All assessment booklets are available in regular and enlarged print. Please contact the OEAA for ordering information.
- ***Speaking booklets for levels I and II***—one per Manual for Building and District Coordinators with Directions for Administration. The Speaking booklet is reusable for the level I and II students to view as a prompt during the Speaking section of the assessment.
- ***Answer documents for levels III, IV, and V***—one per student. Note that students in levels I and II will mark their answers directly in their assessment booklets.

Additional Materials

ELPA Initial Screening materials are distributed to districts across Michigan. The numbers of ELPA Initial Screening materials that you receive are based on the submissions of order forms available on the public ELPA Web site at www.michigan.gov/elpa. Requests for additional materials can be made any time by a district coordinator. If you need help making an order, please contact the OEAA by e-mail at mde-elpa@michigan.gov or by phone at 877-560-8378.

Monitoring Assessment Shipments

District Coordinators will receive assessment materials for the ELPA Initial Screening via commercial shipping. Building Coordinators will contact the ELPA District Coordinator to order assessment materials. All materials are to be received by districts and ready for use by the start of school.

NOTE: The OEAA must have a current email address for the ELPA District Coordinator to receive email notification regarding the Initial Screening assessment materials. You may update this email address by contacting the OEAA by email at mde-elpa@michigan.gov or by phone at 877-560-8378.

Shortages and Missing Materials

Immediately upon arrival of ELPA Initial Screening assessment materials, District Coordinators should verify that sufficient quantities of materials have been received. Overage materials should be distributed within the district before requesting additional materials.

If you experience delays in receiving materials listed above, please contact the Office of Educational Assessment and Accountability at 877-560-8378 or by email at mde-elpa@michigan.gov.

Administration Schedule

Schools may administer the ELPA sections in any sequence for some or all students if doing so will facilitate the school's completion of the assessment.

The Speaking section must be administered to students individually at a location separate from other students. Assessment Administrators and proctors are advised to become familiar with the rubrics for Speaking items prior to actual administration.

A DVD is available from the OEAA to aid in training assessment administrators and proctors in scoring the speaking items found on the ELPA Initial Screening. District and building ELPA coordinators may wish to use the DVD to train assessment administrators and proctors in advance of administering the ELPA Initial Screening to newly-enrolled ELLs. For information about ordering this DVD, please contact the OEAA by phone at 877-560-8378 or by email at mde-elpa@michigan.gov.

Important dates for administration of the ELPA Initial Screening are included on the back cover of this manual.

Assessment Booklets and Answer Documents

For assessment levels I and II, the students mark their answers directly in the assessment booklet, which will be used for scoring. A box is provided at the end of each section for recording the total raw score. The ELPA District and Building Coordinators will provide information about recording these scores for reporting a student's results.

For assessment levels III, IV, and V, students mark their answers in a separate answer document, which corresponds to the reusable assessment booklet for that level's grade span. As with levels I and II, the ELPA District and Building Coordinators will provide scoring and reporting directions. Scoring keys are located on page 22.

Demographic Page Information

The following information needs to be completed on the demographic page of each student's test booklet or answer document. See the sample of the student demographic page on page 18.

Box 1: Neatly print the name of the district, school, and teacher for this student.

Box 2: Neatly print the last name of the student in capital letters, with one letter per space.

Box 3: Neatly print the first name of the student in capital letters, with one letter per space.

Box 4: Insert the student's middle initial, if any, using a capital letter.

Box 5: Class/Group Number — This optional information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define class/group numbers that are most useful to the district or school. Contact your ELPA District or Building Coordinator for your 4-digit class/group number.

Box 6: Assessment Date — Fill in the date when the ELPA Initial Screening is administered to the student and darken the appropriate bubbles.

Box 7: Native Language — Fill in the single-digit numeric code for the student's native language and darken the appropriate bubble. The abbreviations that appear on the form are explained below:

- 0 Span. = Spanish
- 1 Arab. = Arabic
- 2 Chal. = Chaldean
- 3 Alba. = Albanian
- 4 Hmo. = Hmong
- 5 Ben. = Bengali
- 6 Chin. = Chinese
- 7 Japn. = Japanese
- 8 Viet. = Vietnamese
- 9 S-C. = Serbo-Croatian
- 10 Other = Other language

Box 8: Years of Schooling in U.S. Schools — Fill in the circle next to the number of years that the student has been enrolled in school in the United States. (The student may have been enrolled in one or more schools in the United States before enrolling in your district.)

Box 9: Report Codes — Fill in the circle for any of the following that apply to the student:

- A. Home Schooled** — If an assessed student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled students are not required to take the ELPA but may test during the district’s assessment window.

Parents or guardians of home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the ELPA to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

- B. Formerly LEP** — A student is designated as formerly LEP when he or she is determined to be proficient and is no longer designated an English language learner, or LEP, by a school or school district. This designation must be used to track student achievement for two years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

- C. Homeless** — A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

- D. Prohibited Behavior** — This bubble is to be used to identify students who engage in a prohibited behavior. Such behaviors are outlined in the Professional Assessment and Accountability Practices for Educators that was approved by the State Board of Education in August 2005. This document is available at the OEAA website (www.michigan.gov/oeaa).

Note: The “Prohibited Behavior” bubble is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices that are prohibited.

- E. Interrupted Schooling** — This bubble is to be used for a student who has missed one or more consecutive years of schooling after kindergarten. (An example is a student who attended grades 1 and 2 in another country and, due to family relocation, was unable to attend any part of grade 3.)

Box 10: Enrollment Date — Only complete this box if Box 8A has been marked (the student has been enrolled in school in the United States for one year or less; see directions for Box 8). If the student has been enrolled in school in the United States for one year or less, fill in the date the student was first enrolled in a school in the United States. The student may have been enrolled in one or more schools in the United States prior to enrolling in your district.

If you are not sure about the student's date of enrollment in U.S. schools, or do not have this information, please contact the OEAA for guidance at (877) 560-8378.

Box 11: Accommodations — This section of the “School Use Only” area on student answer documents is used to identify the accommodations as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodations Summary Table found on the OEAA website at www.michigan.gov/elpa.

Please review each section of the table carefully to ensure that the student is eligible for the ELPA accommodation being considered and note restrictions for nonstandard accommodations. Answer documents provide the opportunity to identify specific accommodations used for students on different sections of the ELPA and the ELPA Initial Screening. Standard accommodations are listed first, then nonstandard accommodations. Mark all that apply.

Box 12: Research I and II Fields — These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?

The following information may be helpful in developing codes for use of these research fields:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer document (one response in the Research I column and one response in the Research II column).
- b. Coding information must be provided to ELPA Building Coordinators and Assessment Administrators if students are to code their own answer documents.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Box 13: Listening — the Listening section of the ELPA Initial Screening can be read to students, including the test question and answer choices. CDs are also available for this section of the ELPA Initial Screening. Please mark the method used for delivering the Listening sections of the ELPA Initial Screening, either reading the section to the student or using a CD. This section is to be marked for all students taking the ELPA Initial Screening. Audiotapes are available as a special order. Use the contact information on the back cover if you need audiotapes for the Listening sections of the ELPA Initial Screening.

Box 14: Form — For the ELPA Initial Screening, no form number is needed.

Additional New Student Information for Labels

Complete this section for students who do not have a preprinted label or answer document.

Box 15: Gender — Fill in the circle next to the student's gender.

Box 16: Ethnicity — The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program" (OMB Directive No. 15). Classifications will be used only for the purpose of reporting.

1. American Indian or Alaskan Native — a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. Asian or Pacific Islander — a person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. Black, not of Hispanic Origin — a person having origins in any of the black racial groups of Africa
4. Hispanic — a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. White, not of Hispanic origin — a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. Multiracial — a person of mixed racial and/or ethnic origins

Box 17: Date of Birth — Fill in the month, day, and year of the student's date of birth.

Box 18: Grade — Fill in the circle next to the student's grade of enrollment.

DISTRICT
SCHOOL
TEACHER NAME

2	LAST NAME																			
3	FIRST NAME																			
4	MIDDLE NAME																			

MI_ELPA_1_Scr

5. Class/ Group Number		6. Assessment Date			7. Native Language		8. Years of Schooling in U.S. Schools		10. Enrollment Date		
Month	Day	Year	Month	Day	Year	1	2	3	Month	Day	Year
<input type="radio"/> Jan	<input type="radio"/> Feb	<input type="radio"/> Mar	<input type="radio"/> Apr	<input type="radio"/> May	<input type="radio"/> Jun	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> Jan	<input type="radio"/> Feb	<input type="radio"/> Mar
<input type="radio"/> Apr	<input type="radio"/> May	<input type="radio"/> Jun	<input type="radio"/> Jul	<input type="radio"/> Aug	<input type="radio"/> Sep	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> Apr	<input type="radio"/> May	<input type="radio"/> Jun
<input type="radio"/> Oct	<input type="radio"/> Nov	<input type="radio"/> Dec	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> Jul	<input type="radio"/> Aug	<input type="radio"/> Sep
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Oct	<input type="radio"/> Nov	<input type="radio"/> Dec
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<						

*Complete 10 if 8 (A) has been marked.

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
LEVEL I

School Use Only (Mark All That Apply)									
11	Accommodations*				12	13	Listening		
		Listening	Reading	Writing	Speaking	Research			
Standard Accommodations	Audiocassette	<input type="checkbox"/> L		<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> Audio <input type="radio"/> CD <input type="radio"/> Read <input type="radio"/> 14 Form
	CD	<input type="checkbox"/> L		<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	
	Read to Student	<input type="checkbox"/> L		<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	
	Enlarged Print	<input type="checkbox"/> L		<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	
	Amplification System	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	
Other	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	No Form Needed	
Nonstandard Accommodations	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7		

*Accommodations apply to some students only. Check the Accommodations Table to determine eligibility prior to testing.

ADDITIONAL NEW STUDENT INFORMATION FOR LABELS

15	Gender			
	<input type="radio"/> Female			
	<input type="radio"/> Male			

16	Ethnicity			
<input type="radio"/> 1.	American Indian or Alaskan Native			
<input type="radio"/> 2.	Asian or Pacific Islander			
<input type="radio"/> 3.	Black, not of Hispanic Origin			
<input type="radio"/> 4.	Hispanic			
<input type="radio"/> 5.	White, not of Hispanic Origin			
<input type="radio"/> 6.	Multiracial			

17	Date of Birth		
	Month	Day	Year
<input type="radio"/> Jan			
<input type="radio"/> Feb			
<input type="radio"/> Mar			
<input type="radio"/> Apr			
<input type="radio"/> May			
<input type="radio"/> Jun			
<input type="radio"/> Jul			
<input type="radio"/> Aug			
<input type="radio"/> Sep			
<input type="radio"/> Oct			
<input type="radio"/> Nov			
<input type="radio"/> Dec			

18	Grade
<input type="radio"/> K	
<input type="radio"/> 1	
<input type="radio"/> 2	
<input type="radio"/> 3	
<input type="radio"/> 4	
<input type="radio"/> 5	
<input type="radio"/> 6	
<input type="radio"/> 7	
<input type="radio"/> 8	
<input type="radio"/> 9	
<input type="radio"/> 10	
<input type="radio"/> 11	
<input type="radio"/> 12	

If no Pre-ID Label, complete boxes 15 through 18.

If no Pre-ID Label, complete boxes 15 through 18.

Place
Pre-ID Label
Here



TPC Reflective Bond™ 00000 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

Student Record Sheet

The Student Record Sheet (shown on page 21) is an optional form that is designed to assist in organizing and collecting hand-scored raw score results. This sheet may also be helpful for ELPA coordinators to use in collecting student scores and answers. When completed, this sheet can be given to staff with access to the OEAA secure website for entering scores and reporting screening results for individual students and groups.

In Box 1 on the Student Record Sheet, clearly print the district name and code, and the school name and code. If the student has been enrolled in school in the United States for one year or less, enter the date the student was first enrolled in school in the United States in month-day-year format. Fill in the spaces for the student's last name, first name and middle initial, as well as the student's gender, ethnicity code (see below), and date of birth in month-day-year format.

If you are not sure about the student's date of enrollment in U. S. schools, or do not have this information, please contact the OEAA for guidance at 877-560-8378.

To verify scoring information, attach one form for each student to that student's scorable assessment booklet (for level I and II assessments) or answer document (for level III–V assessments).

Student Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program" (OMB Directive No. 15). The student should fill out the classifications because they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native***—a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander***—a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin***—a person having origins in any of the black racial groups of Africa
4. ***Hispanic***—a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, not of Hispanic Origin***—a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial***—a person of mixed racial and/or ethnic origins

Assessment Scores

- Check box for cycle.
- If the student was assessed during the Leaf Cycle, check row 3L for student grade level. If the student was assessed during the Snowflake Cycle, use row 3S to record student grade level.
- If the student was assessed during the Leaf Cycle, use row 4L for student grade level to record raw (number correct) scores for each domain section. If the student was assessed during the Snowflake Cycle, use row 4S for student grade level to record raw (number correct) scores for each domain section.
- This student information and raw scores will then be entered on the OEAA Secure Site for instant reporting.

Signatures (Row 5)

The Assessment Administrator's or proctor's name must be provided on the form along with the signature and date. If the person completing this form is different from this person (for example, a paraprofessional or classroom helper), please enter his or her name in Box 7.

Contact Information (Box 6)

Please provide contact information in these boxes. One set of contact information is sufficient for each group or class of students; please make sure that the form with the contact information is at the top of the group or class.

Use a separate Student Record Sheet for each student that you assess.

1 DISTRICT NAME		CODE	SCHOOL NAME	CODE	IF IN U.S. LESS THAN 1 YEAR, ENTER ENROLLMENT DATE (MM/DD/YY)		
STUDENT LAST NAME		STUDENT FIRST NAME		MI	GENDER	ETHNICITY CODE	DATE OF BIRTH (MM/DD/YY)

BOX 1: Demographic Data

Ethnicity codes are shown below.

- 1: American Indian or Alaskan Native
2: Asian or Pacific Islander
3: Black, not of Hispanic origin
4: Hispanic
5: White, not of Hispanic origin
6: Multiracial

[illegible]

5

ASSESSMENT ADMINISTRATOR OR PROCTOR	SIGNATURE
DATE	

6	CONTACT PHONE NUMBER	CONTACT E-MAIL ADDRESS	7	NAME OF PERSON COMPLETING FORM (IF DIFFERENT FROM ROW 7)

Packaging and Returning Materials

To the ELPA Building Coordinator

You are responsible for ensuring that the completed booklets are organized and provided to your ELPA District Coordinator for return to the OEAA. The following directions will assist you and your assessment administrators in this task. They include instructions for inspecting, organizing, and stacking/packing answer documents.

Please note that the ELPA Initial Screening is different from the Spring ELPA because materials are returned to the OEAA, not a testing company. Used materials can be returned at any time the district wishes. No return kits are shipped with materials because the District Coordinator can request a return label from the OEAA at any time.

Organizing the Completed Scannable Booklets and/or Answer Documents

- A. Consult the table on page 46 to determine which materials should be sent back to the OEAA and which materials are to be kept in secure storage by the school or district.
- B. Separate scorable assessment booklets and answer documents by assessment level (levels I, II, III, IV, or V). Documents from different assessment levels may not be mixed. Each assessment level will need to be organized as its own unit.
- C. Documents from different grades within an assessment level may be mixed within a unit (e.g., Grade 4 documents can be mixed with Grade 5 documents within the assessment level III unit).
- D. Out-of-level testing is not allowed. See page 8 or the back cover for the grade spans that correspond to each assessment level of the ELPA Initial Screening.

Stacking the Booklets

Repeat steps A through D for each individual school for the district that is returning ELPA materials. Building ELPA coordinators should aid district coordinators in readying their school's stack before the district coordinator sends materials back to the OEAA in one shipment.

- A. Organize each school's test booklets (assessment levels I and II) or answer documents (assessment levels III through V) into separate stacks for each individual school that is sending back materials.
- B. Organize the materials in ascending order of assessment level. Thus, assessment level I materials should be on top of assessment level II materials; assessment level II materials should be on top of assessment level III materials, and so on.
- C. Place each school's ELPA Security Compliance Forms on top of the materials.
- D. In very sturdy cartons (the boxes in which they were shipped), first place any and all damaged or unusable materials from the district at the bottom of the box.
- E. More than one school may be placed in a box. In this case, please separate schools using a piece of colored paper. It may be that a school's materials overflow to multiple boxes.

Return Schedule

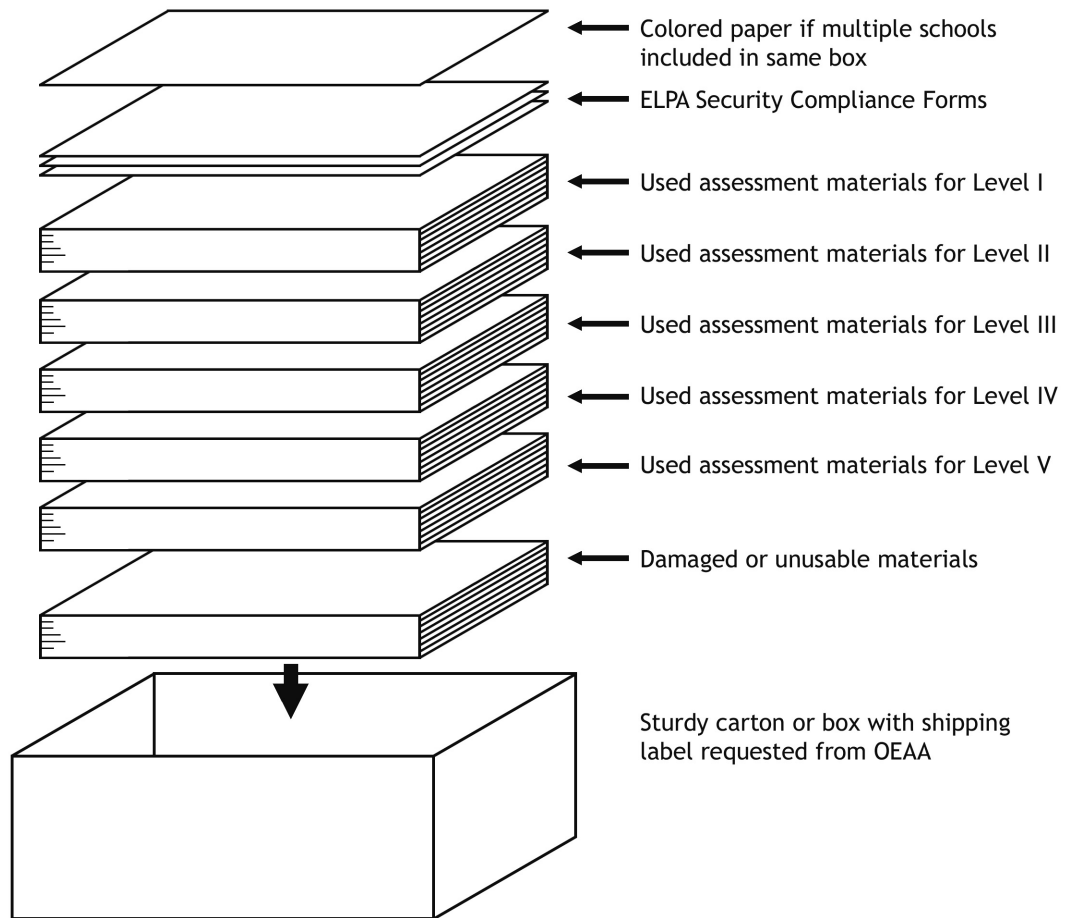
The ELPA Initial Screening is a different assessment from the Spring ELPA and has a different schedule for return.

Since the ELPA Initial Screening materials may be kept in secure storage year-round, district coordinators may request labels from the OEAA to ship back used materials **at any time**. To do so, simply e-mail a request to mde-elpa@michigan.gov. Remember to include your district name, designated contact, and physical address. A return label will be sent electronically to the e-mail address used to make the request. If you wish the label to be sent to a different e-mail address, please indicate the alternate address in your message. A school coordinator should submit a return label request through a district coordinator.

Remember, districts and schools should keep unused ELPA Initial Screening materials in secure storage. Do not ship these materials back. A district that is running low on test materials at any Assessment Level(s) may make an additional order at any time by using the ELPA Initial Screening Order Form accessible via the public ELPA Web site at www.michigan.gov/elpa.

Please note that ELPA Initial Screening materials may not be shipped along with any Spring ELPA materials, and Spring ELPA materials may not be shipped along with ELPA Initial Screening materials.

The diagram below demonstrates how to assemble used answer documents for return.



Materials Sent Back or Kept

District coordinators are asked to send back scorable materials but keep unused and blank reusable materials in secure storage according to the following chart:

Level	Testing Material	Keep in secure storage	Send back to OEAA
I	<ul style="list-style-type: none"> Completed test booklets Reusable* test booklets Unused but marked/damaged test booklets Speaking booklets Manual/Directions for Administration 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
II	<ul style="list-style-type: none"> Completed test booklets Reusable* test booklets Unused but marked/damaged test booklets Speaking booklets Manual/Directions for Administration 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
III	<ul style="list-style-type: none"> Completed answer documents Blank answer documents Reusable* test booklets Marked or damaged test booklets or answer documents Manual/Directions for Administration 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
IV	<ul style="list-style-type: none"> Completed answer documents Blank answer documents Reusable* test booklets Marked or damaged test booklets or answer documents Manual/Directions for Administration 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
V	<ul style="list-style-type: none"> Completed answer documents Blank answer documents Reusable* test booklets Marked or damaged test booklets or answer documents Manual/Directions for Administration 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓

* Reusable is defined as free of marks or damage.

ELPA Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the Professional Assessment & Accountability Practices for Educators as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

I have read the sections applicable to assessment security, preparation, and administration, and

I have read the section regarding the duties and responsibilities of my role in the assessment process, and

I have followed the practices as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the Professional Assessment & Accountability Practices for Educators is available on the world wide web at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free 1-877-560-8378.

1 SCHOOL					DISTRICT				
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

2	
<input type="radio"/> District Coordinator	<input type="radio"/> Proctor
<input type="radio"/> Building Coordinator	<input type="radio"/> Accommodations Provider
<input type="radio"/> Assessment Administrator	

3 INFORMATION BOX
PLEASE PRINT – Use full names.
School Name: _____
City: _____
District Name: _____

INSTRUCTIONS

1. In the boxes under School and District, indicate the district code if you are a District Coordinator. All other assessment administrators must fill in the school code and district code. Grid the corresponding bubbles.
2. Grid the corresponding bubble next to your role in the ELPA assessment (ex: district coordinator, building coordinator, etc.)
3. In the Information Box, print your school name, city and district name on the lines provided.
4. Include a form for each person in any of the roles listed in Box 2. When you are ready to return your ELPA Initial Screening materials to the OEAA, please include them in your shipment according to the diagram on page 45.

Form for Submitting Feedback Regarding the ELPA

Student Challenges of Assessment Items

Clearly identify items being challenged.

Comments Regarding ELPA Assessment Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:

ELPA
P.O. Box 30008
Lansing, MI 48909
FAX: 517-335-1186

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

ELPA Initial Screening Rubric Guides **LEVEL I WRITING**

IMPORTANT NOTES

1. Use these rubrics to supplement the Writing Section in the Level I Manual/Directions for Administration of the ELPA Initial Screening. They will be needed for accurate scoring of student responses and input of raw scores into the secure OEAA site for printing of online reports.
2. You may remove or photocopy the rubrics and test questions in this supplement, but remember, they are secure materials. Please keep them in a locked area when not in use.
3. Some rubrics show several different performance descriptions at each score point. These are descriptions that appear with standards in parentheses, such as (W.1), and are based on Michigan English language proficiency standards. When using these rubrics, a score point should be awarded where the descriptions most closely describe the student's performance, according to the best judgment of the Assessment Proctor or Administrator who assesses the student.

DIRECTIONS You will hear a letter. Write the letter on the line.

4

Level I, Writing Question #4
Page 13, Student Test Booklet

Level I, Writing Question #4
from Directions for Administration

SAY Look at the directions at the top of the page. Listen as I tell you what to do next. Directions: You will hear a letter. Write the letter on the line.

4 Look at number 4. Write a lowercase "s" on the line. You may begin now.

Use this rubric

SCORE POINT 1

Demonstrates mastery of response

- Response is the same letter as dictated, with clear control over formation in either upper- or lower-case. (W.1)

SCORE POINT 0

Demonstrates no competency at all

- Response is not a recognizable letter.
- Response is a different letter than the one as dictated.
- Response is written in a symbol other than the Roman (Western) alphabet.

INVALIDS: SCORE POINT 0

- Blank
- Illegible
- Only in foreign language
- Off topic, off task, or not appropriate to the prompt
- Incomprehensible
- Refusal to respond
- Copy of the prompt

DIRECTIONS

You will hear a word and then hear it used in a sentence. Write the word on the line. You must spell the word correctly.

5

Level I, Writing Question #5
Page 13, Student Test Booklet

Level I, Writing Question #5
from Directions for Administration

SAY Stop. Look at the directions for the next question. Listen as I tell you what to do next. Directions: You will hear a word and then hear it used in a sentence. Write the word on the line. You must spell the word correctly.

5 Look at number 5. "*Big. The house is big.*" Now write the word "big."

Use this rubric**SCORE POINT 2**

Demonstrates mastery of response

- ☐ Response is the same English word as dictated with correct spelling. (W.1)
- ☐ Legible letters and correct letter spacing allow for easy reading of word. (W.1)

SCORE POINT 1

Demonstrates partial competency in response

- ☐ Response is the same English word as dictated with developmental or phonetic spelling. (W.1)
- ☐ Response may contain some errors in letter formation or spacing. (W.1)

SCORE POINT 0

Demonstrates no competency at all

- ☐ Response is not a recognizable copy of the English word as dictated due to errors in spelling or letter formation.
- ☐ Word is a different word than the one as dictated.

INVALIDS: SCORE POINT 0

- ☐ Blank
- ☐ Illegible
- ☐ Only in foreign language
- ☐ Off topic, off task, or not appropriate to the prompt
- ☐ Incomprehensible
- ☐ Refusal to respond
- ☐ Copy of the prompt

DIRECTIONS

Look at the three pictures. Write a story about what you see in the pictures. Tell what happened first, what happened next, and what happened last.

6**1 First****2 Next****3 Last**

Level I, Writing Question #6
Page 14, Student Test Booklet

Level I, Writing Question #6
from Directions for Administration

SAY Stop. Turn to page 14.

Look at the directions at the top of the page. Listen as I tell you what to do next. Directions: Look at the three pictures. Write a story about what you see in the pictures. Tell what happened first, what happened next, and what happened last.

6 Look at number 6. You may begin now.

Use the rubric on the following page

MICHIGAN ELPA WRITING RUBRIC
EXTENDED RESPONSE TO VISUAL PROMPT, LEVELS I and II
Revised March 15, 2007

SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
Demonstrates near mastery of response <ul style="list-style-type: none"> ○ Response contains at least two focused sentences that are completely appropriate to prompt. (W.1) ○ Well-developed ideas include many narrative or descriptive elements. (W.6) ○ Coherent and organized, with central ideas supported by relevant details. (W.4) ○ Response demonstrates a descriptive vocabulary, with accurate word choice that clarifies details. (W.3) ○ May have occasional errors in capitalization and punctuation, or may feature some developmental/phonetic spelling or grammar, but these do not cause confusion in meaning. (W.2) 	Demonstrates general competency in response <ul style="list-style-type: none"> ○ Response contains one or more sentences that are mostly appropriate to prompt. (W.1) ○ Ideas are somewhat developed and include some narrative or descriptive elements. (W.6) ○ Usually coherent, although may contain some hesitations in fluency; central idea is present, supported by simple detail. (W.4) ○ Vocabulary is descriptive, but word choice may not always support clarity of response. (W.3) ○ May have several errors in capitalization, punctuation, grammar, or developmental/phonetic spelling but these do not cause overall confusion in meaning. (W.2) 	Demonstrates partial competency in response <ul style="list-style-type: none"> ○ Response contains at least one sentence, but may not be appropriate to the prompt. (W.1) ○ Ideas may be partially developed, with only simple or limited evidence of narrative or descriptive elements. (W.6) ○ May sometimes be incoherent, with errors that disrupt the fluency; central idea may not be supported by details. (W.4) ○ May feature only a basic vocabulary used to communicate idea(s) with inconsistent clarity. (W.3) ○ May contain multiple errors in capitalization, or punctuation, grammar, or developmental/phonetic spelling that cause significant confusion in meaning or distract the reader. (W.2) 	Demonstrates minimal competency in response <ul style="list-style-type: none"> ○ Response may only be one word or fragment, or may show little evidence of being appropriate to the prompt. (W.8) ○ May feature little or no development of ideas; may include only one narrative or descriptive element. (W.6) ○ May seem incoherent, with only a central idea and no supporting details. (W.4) ○ May feature vocabulary restricted to one or two simple concepts; idea(s) may be unclear due to lack of vocabulary. (W.3) ○ May contain numerous major errors across multiple categories (grammar, capitalization, punctuation, or spelling), causing significant confusion in meaning. (W.2) 	Demonstrates no competency at all <ul style="list-style-type: none"> ○ Very minimal; does not present enough information to score. ○ Ideas are incomplete or insufficient; to the extent that scoring ideas is not possible; features no narrative or descriptive elements. ○ Incoherent and confusing, with no central idea evident. INVALIDS: Score Point 0 <ul style="list-style-type: none"> ○ Blank ○ Illegible ○ Only in foreign language ○ Off topic, off task, or not appropriate to prompt ○ Incomprehensible ○ Refusal to respond

Important Administration Dates



Materials Available for Ordering	August 15
Accommodated Materials	Available upon Request*
Leaf Cycle Assessment Window	August 15 to November 30
Production of Student Results	Self-scored at the Time of Testing

* Request special accommodation materials using the OEAA contact information listed below.



Snowflake Cycle Assessment Window	December 1 to August 14 (<i>except during Spring ELPA cycle</i>)
Accommodated Materials	Available upon Request*
Production of Student Results	Self-scored at the Time of Testing

Ordering Information



For students of these grade level(s):	Order this Assessment Level:
K	I*
1	I
2-3	II
4-6	III
7-9	IV
10-12	V



For students of these grade level(s):	Order this Assessment Level:
K	I
1-2	II
3-5	III
6-8	IV
9-12	V

*Assess with Listening and Speaking only.

Contact Information

ELPA Office — for information about ELPA administration procedures, content, scheduling, and information about students with disabilities and appropriate assessments or accommodations:

Phone: 877-560-8378

Fax: 517-335-1186

Website: www.michigan.gov/elpa

E-mail: mde-elpa@michigan.gov